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ABSTRACT

A study of state coordinated research and development efforts for education in Florida public schools was conducted in response to proviso language in the 1976 Legislature's Appropriations Act. The study concluded that the continuation of campus laboratory schools could be justified only if their central mission became that of research and high risk experimentation, sharply focused on the search for solutions to persistent problems in teaching and learning. This report identifies the study's action needs, draws conclusions, and presents specific recommendations for department of education policy and program actions in educational research and development statewide. Part I of the report discusses the background of the study, presents the pertinent proviso language and definitions, and outlines some expected outcomes of a coordinated research and development effort in Florida. Official policies relevant to the education research and development activities are summarized in Part II. Part III (bound as a separate report) provides an evaluation of the laboratory schools. The current state of research and development activities in the Florida state system of public schools is discussed in Part IV. Part V presents information describing the primary advisory structures for educational research and development reporting to the Commissioner of Education. Part VI synthesizes the findings of the study, and Part VII presents conclusions and recommendations. (MM)

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Study of State Coordination of Research and Development Efforts for Education

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner

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STUDY OF STATE COORDINATION OF RESEARCH AND DEVELOPMENT EFFORTS FOR EDUCATION*

EXECUTIVE SUMMARY

Purpose

The purpose of the project was to "conduct a study of State Coordination of Research and Development Efforts for Education." The study was performed in response to proviso language in the 1976 Legislature's Appropriations Act which called for "an evaluation of the laboratory schools, coordination of research and development efforts, and the advisory structure of research and development . . . ."

Findings

Policy analysis findings indicate that the currently existing policy base strongly supports coordination of research and development. However, there is no explicit set of policies which place priority and provide direction for the coordination of educational research and development across the divisions of the Department of Education and other agencies within the state's education system.

Findings on the laboratory schools revealed that the programs in the four schools showed wide variation in budget available, populations served, amount of time devoted to research and dissemination, relationship with district school systems, and use by university researchers. Two of the laboratory schools were found to be significantly more active in research, dissemination and service to the community.

Analysis of state coordination activities showed that educational research and development pervades the system, and that coordination efforts exist within each division. However, the currently operating system does not yield sufficient information upon which to base department-wide coordination

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*Presented to the Florida Legislature by State Commissioner of Education, Ralph D. Turlington, on October 1, 1976. For additional copies of this Summary or of the full Study, contact Commissioner Ralph D. Turlington, State of Florida Department of Education, Tallahassee, Florida 32304.

decisions and cooperative planning. Recognition of this situation has resulted in the initiation of projects for improving Management Information Systems, Research Accountability, Research and Development Utilization, and other coordination efforts.

Findings also show that there are numerous advisory structures concerned at some level with research and development but none presently with major responsibility and sufficient information to make recommendations on state policies and priorities for educational research and development.

Conclusions and Recommendations

The study identifies action needs, draws conclusions, and presents specific implementation recommendations for Department of Education policy and program actions to strengthen the information exchange process and promote cooperative activity across agency units.

A major conclusion of the Laboratory School Study is that Board of Regents' support for a Laboratory School is warranted if the school is actively pursuing a clear research and development mission aimed toward the needs of public education, and if the school's host university is fully supporting this mission. Where such is not the case, other action by the Board of Regents would be justified.

A major conclusion of the state coordination study is that the state educational research and development program called for in the Educational Accountability Act of 1976 should be fully supported. The reconstituted Florida Educational Research and Development Program should assume broad responsibility for information exchange and coordination of statewide research and development efforts, as well as for administration of development and demonstration projects aimed at priority needs of Florida's schools.

Specific recommendations are made for Board of Regents' action in providing and maintaining policy and program support for division-wide and department-wide coordination efforts, and for appropriate action on the laboratory schools. Recommendations for State Board of Education action call for policy support, approval of Board of Advisors appointments,

and utilization of suggested guidelines and priorities. Action requested of the Legislature includes policy support for the implementation of recommendations, and budget support for the coordinated state R&D program which includes the laboratory schools and development and demonstration projects targeted to two priority areas of basic skills and education cost reduction.

I. INTRODUCTION

The National Institute of Education has reported that nationally this country commits less than one-half of one percent of its total education expenditures to efforts to find out what works and what does not work in our schools, as compared with agriculture where 3.2 percent of its total resources are expended on research and development. The dollars that are available for education research and development come from a number of different sources, public and private, and are channelled through a number of different programs which are largely uncoordinated.

In recognition of the importance of education research and development, and of the need for a coordinated approach in studying education in Florida, the Florida Legislature directed the Department of Education to conduct a study of "State Coordination of Research and Development Efforts for Education." They also provided that the study should include an evaluation of the four university laboratory schools, and of the research efforts of those schools.

Proviso Language (1976 General Appropriations Act)

The Board of Regents upon approval of the Commissioner of Education, shall allocate no less than the difference between the base student allocation as approved by the Legislature in the Florida Education Finance Program for the 1976-77 school year and the total 1975-76 estimated laboratory school funding, to the State University System Laboratory Schools for the support of Research and Service projects which address the state's priority needs in instruction and other programs specifically related to the public school system of the State. Provided, further, that the Department of Education will conduct a study of State Coordination of Research and Development efforts for education. The study shall include an evaluation of the laboratory schools, coordination of Research and Development efforts, and the advisory structure of Research and Development for the Commissioner. The findings and recommendations of the study shall be provided to the Legislature by October 1, 1976.

Definitions

1. Educational Research and Development:

   A careful and critical search for: (a) knowledge in the fields of teaching, learning, or educational management, and (b) generalizable solutions to educational problems, which result in a product, system, or process, which can be put to use in teaching, learning, or educational management, and upon which decisions can be based.

2. Applied Educational Research and Development:

   Action-oriented investigative or developmental efforts carried out with practical applications in mind. Such efforts are conducted to design, develop, or test procedures, materials, or techniques for accomplishing educational objectives and may be concerned with translating existing knowledge into such applications or creating new knowledge for this purpose. It differs from basic research, which seeks to show or indicate causative links, and institutional research which aims at providing descriptive data in quantitative terms.

3. Coordination:

   The securing of smooth, concerted action through effective interrelationships and recognition of common goals.

Expected Results of Improved Coordination

A coordinated research and development effort for education in Florida could be expected to accomplish the following desired outcomes:

1. A mechanism which helps to combine actions of separate groups (within the Department of Education, and between the Department and external agencies) to accomplish desired R&D objectives. This would encompass cooperative planning and an improved information exchange within DOE agency units, to assure that R&D priority areas are addressed and needless duplication does not occur with the limited funds available.

2. An advisory structure which identifies needs, provides critical reviews, helps develop guidelines, and recommends an accepted set of priority areas based on the identified state needs, within a system for communication among the discrete R&D programs now in existence.

3. A clearinghouse for findings and products of R&D efforts, and abstracts of current projects, which is an easily accessible source of information for all potential users.

4. A mechanism which promotes the development and application of findings and use of products of educational R&D to solve problems in the schools.

These desired outcomes may be considered as criteria against which the present status may be measured.

Summary

Part I of this report discussed the background of the study, presented the pertinent proviso language, provided definitions, and outlined some expected outcomes of a coordinated research and development effort in Florida.

Part II will summarize official policies relevant to the educational research and development activities. Part III provides the evaluation of the Laboratory Schools, Part IV the current status of coordination efforts, and Part V the various advisory structures providing input to the Commissioner of Education. Part VI synthesizes findings, and Part VII presents conclusions and recommendations based on the findings.

II. POLICY BASE FOR THE COORDINATION OF RESEARCH AND DEVELOPMENT IN EDUCATION

The purpose of this section is to review the basic policies which provide authority, definition and direction to the coordination mechanisms and advisory structures for educational research and development activities in Florida. The policy review is geared to the concerns of this study, providing policy references for general powers; educational management; State R&D program; production and dissemination of R&D products; sponsored research in the state university system; staff and program development in the community college system; a suggestive listing of specific state programs; mechanisms for federal and other programs; the Education Policy of the State of Florida; department organizational policy on research and development coordinating units, and strategy options for state action. A summary section provides a brief synthesis of findings.

A. General Powers

229.053, Florida Statutes, establishes the State Board of Education as the chief coordinating body of public education. Specific duties include the exercise of general supervision over the divisions of the Department of Education, to the extent necessary to insure coordination of educational plans and programs.

229.512, Florida Statutes, establishes the Commissioner of Education as the chief educational officer of the State, with powers to appoint staff and execute or provide for execution of all acts and policies approved by the State Board of Education. An implicit reference is also made to the products of research and development in 229.512(13) which requires the Commissioner to arrange for the preparation, publication, and distribution of materials relating to the state system of public education which will supply information concerning needs, problems, plans and possibilities.

B. Educational Management

229.551, Florida Statutes, (as amended in the Educational Accountability Act of 1976) requires the Commissioner of Education to coordinate Department plans for meeting educational needs and for improving the quality of education provided by the state system of public education. This act also gives the Department of Education responsibility for a range of tasks involving substantial research and developmental work to support the state system of educational accountability, and assigns broad responsibility to perform any other functions that may be involved in educational planning, research and evaluation.

C. The Florida Educational Research and Development Program

229.561, Florida Statutes, (as amended in the Educational Accountability Act of 1976) sets forth the intent and direction for a state educational research and development program, support for which is to be included in the budget request of the Commissioner of Education. There is specific language in the law relating to administration of this program by a director, and for advisement by a board of advisors. Among the duties and responsibilities of the Board are to submit annually to the Commissioner a priority list of specific education and education-related issues which are designed to improve the effectiveness of public education in Florida, and to make recommendations to the Commissioner concerning the potential benefits that research and development findings and results have for education in Florida, including suggesting strategies for implementing the findings in the state. A role in the task of advisement and coordination of the overall research and development effort in the state is suggested by the statement that it is the intent of the Legislature that funds shall be allocated each year for the sole purpose of sponsoring projects which shall provide information designed to identify areas of critical concern and assess effects of alternative educational practices so that the needs of students may be met.

D. Production and Dissemination of Research and Development Products

233.255, Florida Statutes, establishes the intent of the Legislature that products of educational research and development from projects carried out by or under the sponsorship of the Department of Education shall be made available to all appropriate persons in the state system at the earliest practical date and in the most economical and efficient manner possible. This intent would appear to carry with it an implicit directive for the coordination of the distribution and dissemination phases for all education research and development efforts in which state education agency units provide sponsorship or direction.

E. Sponsored Research in the State University System

241.621, Florida Statutes, and State Board of Education Rule 6C-8.06 provide authorization and basic policy regarding the Divisions of Sponsored Research which serve the function of administration and promotion of the programs of research in the institutions at which they are located. Each Division of Sponsored Research is under the supervision of the president of the institution, subject to oversight by the Board of Regents which sets policies to regulate the activities of all of the Divisions of Sponsored Research. Relevant policy on the Developmental Research Schools (laboratory schools) is discussed in a separate section of this report.

F. Staff and Program Development Funds in the Community College System

230.769, Florida Statutes, and State Board Rule 6A-14.29 provide the authority for the staff and program development (SPD) programs in community colleges, and also provide the allocation formula. Department of Education policy provides that further direction for administration of these programs remains with the Division of Community Colleges. A Staff and Program Development Guidance Committee, consisting of representative members of the community college system, aids the Division of Community Colleges in maintaining guidelines for the SPD program. Coordination of the program is through a system of SPD coordinators, with one from each community college.

G. Specific State Programs

229.805, Florida Statutes, (Educational Television); 229.8055, Florida Statutes, (Environmental Education); 233.067, Florida Statutes, (Comprehensive Health Education); 233.0641, Florida Statutes, (Free Enterprise and Consumer Education Program); and 233.069, Florida Statutes, (Vocational Improvement Fund) are cited here as examples of programs for which policy relating to the coordination and advisement for each has been established by specific statute. Responsibility for coordinating the activities of each program rests with the assigned program administrator and advisement with the advisement structures as prescribed.

H. Federal and Other Programs

216.212, Florida Statutes, relating to budgets for federal funds, and circular A-95 (revised) of the United States Government Office of Management and Budget, Evaluation, Review and Coordination of Federal and Federally Assisted Programs and Projects, establish the basis for the State Planning and Development Clearinghouse. The Florida Department of Administration is responsible for the operation of the Clearinghouse, which provides for a project notification and review system to facilitate coordinated planning on an inter-governmental basis for federally funded programs and projects.

The Office of Educational Planning, Budgeting and Evaluation in the Florida Department of Education is responsible for assuring compliance by the Department in matters related to the notification and review of federally supported education projects, including those which involve research and development. All federally funded projects and programs which come under the guidelines specified in circular A-95, and all others not exempted by an agreement between the Board of Regents and the Florida Department of Administration, are subject to review. Before transmittal to LCA, proposals are reviewed by the Office of Educational Planning, Budgeting and Evaluation and other Department of Education agencies.

The policy basis for within-program coordination and advisement for each of the federal programs and projects and for programs sponsored by private foundations and other non-state agencies, is specified by the

relevant federal laws, regulations and agency policy statements. Each project must conform to the policies relating to educational research and development which govern its operation.

I. Education Policy for the State of Florida

The Education Element of the State Comprehensive Plan is the policy document for education in the State of Florida. It was developed in cooperation with the Department of Administration and approved by the State Board of Education. This document establishes research and development as the sixth of seven goals of education, stating that the public education network shall seek solutions to local, regional, state and national problems through organized research and development. It further provides that educational research and development shall be organized to solve pressing problems and to expand the store of knowledge in all areas of human endeavor, including education, and should be supported by a combination of public and private resources. Information about State-funded research must be accumulated and made available in a systematic manner for the benefit of society and individuals. The goals are stated in priority order. General guidance and direction for targeting research and development efforts is suggested by the priorities set forth in the Education Element.

J. Other Department Organizational Policy

The Division of Vocational Education assigns responsibility for a research and development coordinating unit which operates under the general supervision of Division leadership, following guidelines and priorities established in the Annual State Plan for Vocational Education.

In the Division of Public Schools, there are authorized positions with responsibility for Federal Program Innovations, for the State Educational Research and Development Program, and for Management Information Services. However, there does not appear to be priority or specific responsibility assigned to the task of coordinating all research and development efforts in the Division, nor a written plan or policy document addressing R&D coordination.

In the Division of Universities, overall coordination is assigned to a Research Services Unit under the Vice Chancellor for Academic Affairs. Responsibilities include institutional research, coordination of sponsored research, coordination of the Service Through Application of Research (STAR) program, and coordination of Program Review and Evaluation.

In the Division of Community Colleges, a Bureau of Research and Information Systems is concerned largely with institutional data, while coordination of the staff and program development efforts takes place in the Bureau of Program Support and Services.

The office of the Associate Deputy Commissioner has general responsibility for overall Department Planning and coordination, with research and development as one part of the program area. Overall responsibilities encompass policy analysis; planning, programming, budgeting and evaluation; strategy planning and management information systems; common course numbering; and dissemination and diffusion.

K. Strategy Options for State Action

Recent policy analysis and strategy planning activities by Department of Education staff have identified six categories defining the major options for state action on specific education improvement efforts. These are summarized as:

(1) Articulate and promote policy through the development of policy statements reflecting a genuine committment to agreed-upon goals. Include agency directives, interagency agreements, and official pronouncements through public media;

(2) Enact and administer laws and rules specifying what the various elements of the state system must do, may do, or must not do;

(3) Provide funds through the basic funding structure and through contracts and grants for specific purposes;

(4) Provide direct technical assistance through structured and informal person-to-person contact aimed at transfer of knowledge or technical proficiency;

(5) Provide materials which supply information, training or other indirect assistance by means of print or non-print media;

(6) Operate programs, either directly implementing instruction (as the State University System) or indirectly supporting instruction (as the Student Financial Aid Program).

Note that the first three options define action at the leadership level to formulate policy, and the last three outline program-level activity to implement policy.

Synthesis of Findings

1. Policies exist which provide general authority for coordination of the overall state research and development effort, and varying levels of direction for coordinating mechanisms and advisory structures relating to specific programs within specific agency units.

2. Policies relating to research and development are explicit with regard to the desirability of achieving positive outcomes by means of coordination; e.g., (1) the availability of products and findings of research and development, (2) efficient and effective management of resources, and (3) meeting the needs of students.

3. Although organizational policy provides a structure, and policy for strategy options has been defined, there is no explicit set of policies which place priority and provide direction for the overall coordination of educational research and development activities across divisions.

III. EVALUATION OF STATE UNIVERSITY LABORATORY SCHOOLS

(Attached - Bound Separately)

IV. STATE COORDINATION OF RESEARCH AND DEVELOPMENT EFFORTS FOR EDUCATION

This section lists and briefly describes the major educational research and development activities in the State system of public education, and some significant and promising efforts to coordinate and focus these diverse and wide-ranging activities. Where available and appropriate, dollar figures are provided. These figures should be interpreted with care, since the information system does not always yield clear-cut breakdowns for R&D efforts targeted specifically to educational concerns.

In order to structure this complex array of information, the section is organized into four main divisions, with additional subdivisions as needed. The outline below shows the general organization.

A. Programs for State Funding
   1. State University System (six subsections)
   2. Public Schools (two subsections)
   3. Community Colleges

B. Programs from Federal and Other Fund Sources
   1. State University System
   2. Vocational
   3. Public Schools (six subsections)
   4. Commissioner's Staff and Department-Wide (four subsections)

C. Proposed Coordination Mechanisms
   1. State University System
   2. Florida Linkage System
   3. Management Information System

D. Proposed Development and Demonstration Projects

A brief Synthesis of Findings is provided as a summary.

A. Programs for State Funding (1976-77)

1. State University System

(a) Educational and General -- Service Through Application of Research Program (STAR) $ 3,097,483

This part of the Educational and General (E&G) Research and Development entity provides funding to all universities for state related (mission oriented) research. Note that educational research is only one of the project areas. Amounts earmarked by the Legislature in the 1976 General Appropriations and Letter of Intent for special research projects include $1,000,000 appropriated to the Solar Energy Center at Cape Canaveral; $3,500 to the Photographic Archives at FSU; and $25,000 to the Mote Marine Laboratory (a non-SUS entity) for the Red Tide Research Program.

Additional legislated amounts directed for Institutes and Research Centers include $173,555 to the Education and Research Development Center at UWF; $230,040 to the Environmental Urban Center, a joint center at FIU-FAU; $136,845 for Systemwide Oceanography through the inter-institutional center, State University System Institute for Oceanography; $28,543 for the State matching to Sea Grant College; and $209,953 for the Resources and Environmental Analysis Center at FSU.

The remaining amount of $1,290,047 is distributed to each of the state universities for special research and development projects through the Service Through Application of Research (STAR) program. Those funds have been used to fund 14 continuations and 25 proposed new STAR projects which are distributed in the following State Program Structure classifications:

	Continuations		Proposed 76-77	
Business			163,662	(4)
Crime Control	73,655	(1)	97,968	(3)
Education	248,320	(7)	44,949	(1)
Health	22,200	(1)		
Manpower and Employment	14,015	(1)	100,704	(3)
Natural Resources and Environmental Management	103,185	(4)	313,202	(8)
Social and Rehabilitative Services			14,711	(1)
Government Direction and Support			62,258	(5)
	461,385	(14)	797,454	(25)

Subsequent projects will be approved by the Board of Regents with the remaining funds.

(b) Educational and General -- Institutional (University) Assigned Research and Service Resources $ 5,000,000

These funds are for academic research positions for each of the nine state universities - UF ($1,887,000), FSU ($1,513,500), FAMU ($124,500), USF ($634,000), FAU ($180,000), UWF ($162,500), FTU ($175,000), FIU ($215,000), and UNF ($108,500). These are the funds for which the SUS has proposed a design for research accountability described in more detail in IV-C. Note that this total is not limited to education-related research positions, but encompasses all disciplines.

(c) Educational and General -- Laboratory School Research and Service $ 766,428

This amount represents a "no less than" figure, which is the difference between 1975-76 estimated lab school funding and 1976-77 FEFP funding (see proviso), distributed as follows: FSU ($437,257), FAMU ($51,434), UF ($234,704) and FAU ($43,033). Section III of this report consists of an in-depth study of campus laboratory schools; it is an integral part of this paper, but also may be reviewed as a separate, independent study.

(d) Contracts and Grants Budget Entity -- Institutes and Research Centers Program Component $ 9,825,600*(see note)

The objective of this component is to provide for organized programs of research and development which enhance the store of knowledge and technology in disciplines of study. It encompasses formal research organizations created to manage a number of research efforts in specified fields of study.
* This figure is elusive as there is no breakdown available to identify
- educational R&D dollars
- state dollars (versus federal dollars)
- additional funds exempt from state budget and spending philosophy laws

(e) Contracts and Grants Budget Entity -- Individual or Project Research Program Components $ 40,036,258*(see note)

The objective of this component is to provide the opportunity for individual research and development efforts which enhance the store of knowledge and technology and improve the professional performance of an educator. Included is that portion of faculty time supported by outside agencies to

conduct personal research and projects which receive state support - direct or indirect. The figure is also elusive as there is no breakdown available to identify

- educational R&D dollars
- state dollars (versus federal dollars)
- additional funds exempt from state budget and spending philosophy laws

(f) Matching Funds for Sponsored Research: 1974-75 Federal Awards Submitted During February, 1976 $ 4,228,915

The awards to each institution from (up to) 31 agencies or sponsors are not clearly categorized within or outside of educational R&D efforts.

2. Public Schools (K-12)

(a) Environmental Education $ 270,954

Project categories include school district grants, local school or school consortium grants, and priority environmental education "specific focus grants".

(b) Florida Educational Research and Development Program $ 0

The purpose is to sponsor projects which will provide information designed to identify areas of critical concern and assess the effects of alternative education practices so that the needs of students may be met (229.361, F.S.). Coordination is through a director of research and development under the direction of the Commissioner of Education. Although no new funds were appropriated for 1976-77, 31 projects encompassing $406,199 were authorized for 1975-76 and all are scheduled for completion no later than November 30, 1976.

3. Community Colleges

(a) Staff and Program Development in Florida's Community Colleges $ 2,995,540

The amount represents 2% of the previous year's allocation, to improve staff competency for current requirements and new applications through interacting and updating experiences in human relations, occupational skills, subject matter, teacher techniques, foundation disciplines, and resource utilization.

B. Programs for Federal and Other Fund Sources

1. State University System (Note: additional funds from federal sources may be included in totals reported in section IV A 1 (d) and (e))

(a) Sponsored Research -- 1974-75 Federal Awards Submitted During February 1976 $ 45,308,016

The awards to each institution from (up to) 31 agencies or sponsors are not clearly categorized within or outside of educational R&D efforts.

2. Vocational Education

(a) Vocational Education Research and Training, Exemplary Programs and Projects and Curriculum Development (Parts "C", "D" and "I" - P.L. 90-576) $ 952,834

$502,704 of this total is allocated for the purpose of maintaining and refining a system which will initiate, coordinate and monitor research and development projects, exemplary and demonstration programs and curriculum management for the purpose of strengthening and improving vocational education at all institution levels for all students throughout Florida. Funds from other parts of the 1968 Act may be used for research and demonstration purposes.

Florida is eligible to apply for $450,130 in grants to be awarded at the discretion of the U.S. Commissioner of Education.

3. Public Schools (K-12)

(a) Alcohol Education Curriculum Project Program $ 80,000

The purpose of this program is to evaluate and revise materials, and to implement curricula into current programs.

(b) Driver and Traffic Safety Education Study $ 120,000

The purpose is to implement a driver and traffic safety education curriculum.

(c) Comprehensive Health Education Model $ 168,071

The purpose is to develop and validate a collaborative management model using the State's health education organizations cooperatively. Technical assistance and program implementation are included.

(d) ESEA Title IVC -- Program for Education Innovations $ 5,791,777

The purpose of the program is to develop and evaluate alternative solutions to defined educational problems, to implement effective solutions, and to evaluate effectiveness of validated programs in new settings. The overall program is administered in the Division of Public Schools with projects managed in districts. The program operates on the basis of a state plan, and funds are committed for a three year period, with projects renewable as specified. Money for new projects depends upon the availability of uncommitted funds from current year's appropriation.

(e) ESEA Title I $ *

Includes the Florida Migrant Education Program, and Title I formula grants to local education agencies for educationally deprived children. *It is not possible to identify specifically what dollar figure goes to educational R&D purposes. Most of the funds are for implementation purposes, such as purchase of materials and services of instructional personnel. However, a wide variety of findings and products produced through Title I activities are generalizable for wider application, and products and findings from a variety of state programs could contribute to Title I objectives. Thus, a coordinating mechanism which permits a level of sharing appropriate under the program guidelines could contribute to the overall State effort to improve education and meet student needs.

(f) District Efforts $ *

*The existing information system does not provide access to aggregated or categorized data on significant educational R&D efforts carried out in school districts using local funds or funding which comes from federal sources directly. A degree of sharing exists in multi-county projects, and in some situations districts can share the print and non-print media produced by district staff through sale, lending, or free distribution. Whether there is a practical means for including such products and findings from district efforts in a Statewide coordinated program needs further study.

4. Commissioner's Staff and Department-Wide

(a) Florida Research and Development Utilization Program (Florida Linkage System) $ 1,151,729

A 30-month program to design and build the Florida Linkage System, a model statewide system for improving education by helping to solve locally defined programs through increased utilization of existing and emerging educational products and practices.

(b) Dissemination Capacity Building Project $ 125,000

This project has the goal of providing access to information and resources available in the Florida education system, through the creation of Florida Resources in Education Exchange (FREE), the Information Resource Unit (IRU), and Personalized Information Resource Service (PIRS).

(c) ESEA Title IV-C -- Strengthening Leadership Resources of State Education Agencies $ *

The broad purpose of this program, as specified in the program's state plan, is to provide support systems for improving leadership resources in the Florida Department of Education. The availability of these funds for research and development projects depends upon the availability of funds from other sources to support the necessary technical assistance and program implementation activities required of the State educational agency. Management of each project rests with the unit to which the project is assigned. Overall coordination of project selection, monitoring, and evaluation is the responsibility of a committee appointed by the State Commissioner of Education. *This program has been a source of research and development projects serving leadership needs; however, funding is scheduled to terminate by FY 77 or 78 and as such may not be considered as a dependable future source of research and development monies.

(d) Common Course Numbering System $ *

This developmental project is an example of a targeted development effort, supported by a specific state appropriation. The policy base for such programs are established by the Legislature and administered within a specified context. The development and coordination of the Common Course Designation and Numbering System for community colleges and the state university system was aimed at improving program planning, increasing communication among colleges and universities, and facilitating the transfer of students, with continuing maintenance of the system accomplished by appropriate faculty committees as part of the on-going program in each institution. *Current funding supports revision, maintenance and refinement of the system, which is already developed.

C. Proposed Coordination Mechanisms

1. SUS Proposed Design for Research Accountability

This proposal is in draft form at the present time, but is being presented to the nine state university presidents by the Board of Regents staff, and it is the Chancellor's plan to consummate the proposal by January, 1977. The draft is quoted essentially in the form it had been written as of mid September, 1976:

> There are several convincing reasons why the State University System (SUS) needs to improve its research reporting capacity. These reasons include the need for better research management information on campus, the elimination of causes of negative audit reports, and the development of the Service Through the Application of Research (STAR) program. Not the least among these reasons is the legislative interest in the SUS research effort. In the 1976-77 E&G budget, the Legislature earmarked $5 million for research and service. It is the legislative intent that separate program and financial accountability will be required on these funds. Accordingly, these funds will be allocated within each institution on a project-by-project basis.
>
> Reacting to this need for better research information, Chancellor York has directed his staff to begin planning for both a short-range and a long-range approach to this problem. The short-range goal is to prepare a report to the Legislature to be delivered during January, 1977, detailing the recent benefits accruing to Florida and its citizens from the SUS research effort, the way state funds (general revenue) were expended for research during fiscal year 1975-76, and the way state funds are budgeted in support of research during fiscal year 1976-77. The long-range goal is to develop a comprehensive research management information system designed to meet the needs of the institutions as well as those of the Board of Regents.
>
> The historical information concerning fiscal year 1975-76 research expenditures will be derived from the 1975-76 SUS Expenditure Analysis Study. This study will allow the delineation of research expenditures by university, by source of funds and by Higher Education General Information Survey discipline.
>
> This expenditure data will be supplemented with narrative information describing past research that has yielded findings of social and economic value to the citizens of Florida and the nation. Those research projects to be included will be selected at each university and brief summaries on these

prepared. The SUS Central Office staff will exercise editorial judgment when including these summaries so that the result is a balanced and representative report of systemwide research productivity. The identification of the Research projects to be included should be begun as soon as possible with a list from each university to be forwarded to the SUS Central Office during this Fall.

Information regarding research that is being conducted during the 1976-77 fiscal year will be obtained through a survey instrument which will be submitted to each institution simultaneously with the request for narrative data on past research efforts. Information resulting from this survey instrument will include the amounts of state resources budgeted by research area, by department and by university.

The final section of the January report will concern the longer range objective of developing a comprehensive SUS research management information system which addresses the needs of individual universities, the Board of Regents and the Legislature. The first components of this system should become available during the 1977-78 fiscal year. Development of such a system will necessitate the involvement of university personnel representing academic affairs, sponsored research, accounting and data processing as well as SUS Central Office personnel.

2. Florida Linkage System: Dissemination and Diffusion (See IV B 4 (a))

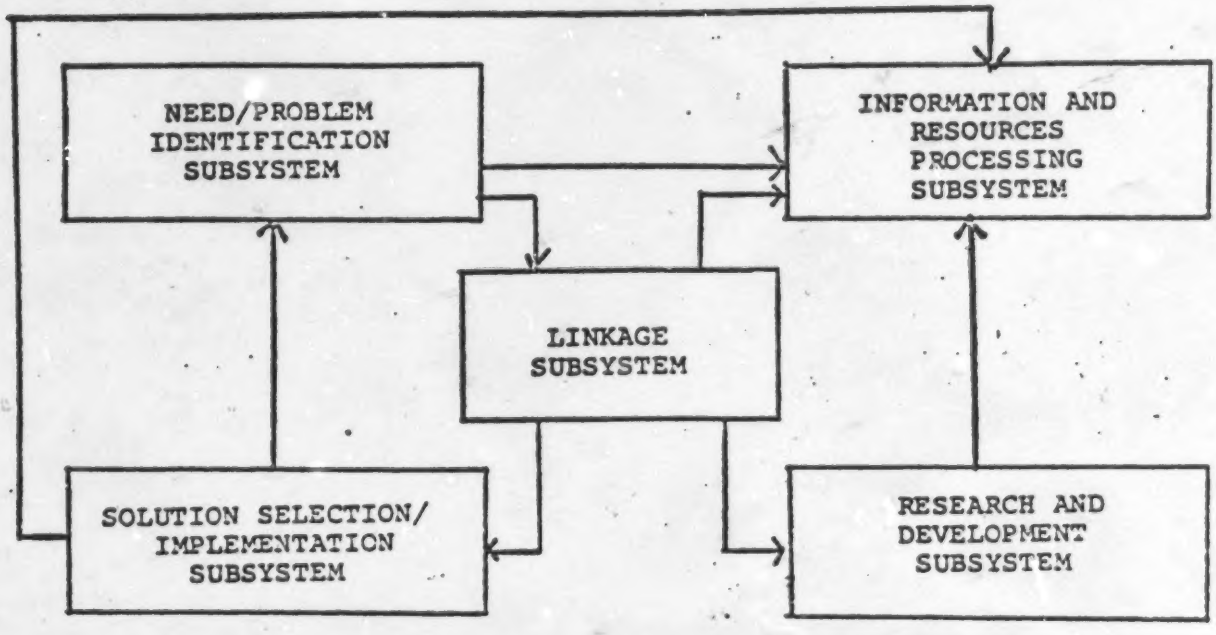
Funded through the National Institute of Education, $1.2 million for a 30-months period, the goal of the Florida Linkage System is to provide a nationally visible demonstration of a systematic problem solving/knowledge utilization process and, thereby, contribute to knowledge about the diffusion and incorporation of R&D outcomes in education.

The following major tasks are to be undertaken by the project:

1. Install the Florida Linkage System in selected site-schools to increase the effective utilization of R&D outcomes for solving locally-defined problems in basic reading and language skills.
2. Increase the awareness of selected local educational personnel and community members regarding the availability of specific R&D outcomes as potential solutions to problems in basic reading and language skills.
3. Identify specific local problems through the FLS processes for problem identification and analysis in site-schools.

4. Analyze R&D outcomes as potential solutions to locally-identified problems in basic reading and language skills and select the most feasible solution(s) for site-school installation.
5. Install locally-selected R&D outcomes in site-schools.
6. Evaluate local R&D outcome utilization by documenting and analyzing the procedures, arrangements, and results of problem analyses, R&D awareness programs, solution identification and selection, and R&D outcome installation and incorporation.
7. Increase understanding of and commitment to both problem-solving and the use of FLS as a strategy for the dissemination and installation of R&D outcomes.
8. Coordinate and manage project activities and provide information for critical and timely review of project progress and impact.

The five subsystems of the FLS may be seen graphically in the following paradigm:



A quoted portion from the abstract of the project proposal explains the general rationale behind its planned implementation, and its initial scope:

> "The problems which this project will address are twofold:
>
> 1. Many elementary age children in Florida are deficient in basic reading and language skills.
> 2. Although many R&D outcomes are available to address school problems and student achievement, they are not being distributed or used in classrooms.
>
> Florida currently has the capacity to conduct research and development, implement change in its educational systems, and develop needed procedures for training inservice teachers. Yet, the communication link between the many problems of the classroom teacher and R&D outcomes is weak. The FLS is a continuous process which flows from local needs identification through solution identification analysis and installment into process assessment.
>
> This project will install and operate the FLS process in at least twenty-two elementary schools in Florida. Linkage to resources and services provided by State Universities will be through the presently functioning Teacher Education Centers. The project will insure the necessary technical assistance for solution installation and fully document this significant diffusion effort for NIE and other national audiences."

3. Management Information System

This project is being developed across the Department of Education. Draft reports have been completed for the assignment of responsibilities (September 3, 1976) and the conceptual design (September 7, 1976).

Responsibilities - Section 229.551 of Florida Statutes assigns to the Commissioner of Education the MIS responsibilities of the coordination of MIS development, development of data base definitions, coordination of cost accounting/reporting, and common course numbering system.

Section 229.555 of Florida Statutes describes detailed responsibilities of the Commissioner for MIS to include consulting with representatives of school districts in designing an MIS for public school management, provide system definitions, determine required data elements, develop standardized terminology and computer programs, statistical analyses, output report formats, evaluation procedures, and reports/forms management.

(a) Office of Deputy Commissioner - Central coordination and supervision for MIS.

The two types of responsibilities are: (1) implementing basic policy decisions for optimizing MIS resources in the Department of Education, public schools, universities, and community college, and (2) assuring that data in the divisions are available for providing analyses.

(b) Division of Public Schools - MIS is assigned to the Bureau of Planning.

The responsibility is to insure that management information relating to the operation of public schools (K-12) is available as required to support department or division-level decisions. The division also is required by law to assist school districts in developing local (district) management information systems.

(c) Division of Community Colleges

This division is assigned responsibiltiy for development of a management information system for the state system of public community colleges to serve the needs of the division, the department, and the colleges. These responsibilities are carried out primarily by the Bureau of Research and Information Systems reporting to the Director of the Division of Community Colleges. It also is responsible for determining the basic information and requirements of the users of the Community College Management Information System (CCMIS), designing and implementing a system to collect, analyze, and disseminate information to meet user needs, and to provide technical MIS assistance to individual community colleges.

(d) State University System

Responsibilities for MIS in the Division of Universities are assigned to the Management Information Systems section which reports to the Vice Chancellor for Administration. The management information system in the division

supports the Board of Regents in executing its role of managing the State University System. The MIS responsibilities fall in four major areas:

Providing computer support through regional data centers to the state universities and the Board of Regents office.

Providing data administration services for the State University System.

Developing standard application systems (UNIFTRAN) for the State University System.

Providing staff support to the office of the Board of Regents.

(e) Division of Vocational Education

The Division of Vocational Education is responsible for assuring that information relating to the administration of a comprehensive vocational education program in the State of Florida is available to support management decisions at the department and division level. The responsibilities are carried out primarily by the Data Base Management Unit within the Bureau of Vocational Planning and Budgeting, functioning as the data administration unit for the division.

(f) Knott Data Center

This is a central unit reporting to the Deputy Commissioner for Administration. It provides systems and programming services and data processing services to all units within DOE requesting such services.

Conceptual Design - The conceptual design for a management-level information system has been drafted in detail by the Strategy Planning and Management Information Systems Section. The model consists of four primary domains: goals and objectives; characteristics of society and education; analysis; and the actual decisions to change/continue. These domains are connected by inputs-outputs, such as issues and questions, information, reports, recommendations, implementations. It is concerned with providing empirical information to bear upon education decisions. In order to create an effective MIS, the project director suggests that seven steps or tasks must be taken, assigned and scheduled:

(a) Determine what are the management level issues in the Department of Education

(b) Enumerate the questions to be answered to make the decisions on each issue.

(c) Determine which questions need to be asked on an on-going basis.

(d) Specify information needed to answer on-going questions.

(e) If data are available, determine if they meet user's needs.

(f) Determine whether present collection, storage, maintenance, and access methods are efficient.

(g) If data are not available, design a system for collecting, storing, accessing, and reporting information that will be efficient and meet the user's requirements.

D. Proposed Development and Demonstration Projects

Of the many problems facing education today, there are two which are so visible and so critical that finding solutions has become a public mandate.

This mandate has found expression in many forms. One is the statement of policy on education for the State of Florida, the Education Element of the State Comprehensive Plan, which places mastery of basic skills as the primary goal for public education, and the focus of first priority for allocation of resources.

A more direct and practical expression, addressing both problems, is the Education Accountability Act of 1976, CSSB 107. This Act not only establishes problems relating to costs and basic skills as areas of critical concern, but provides vehicles for attacking the problems. One such vehicle is a State research and development program, with a clear statement of intent that there be funds allocated each year to projects which aim at identifying critical concern areas and assessing effects of alternative practices, thus meeting the needs of students.

Such expressions provide strong justification for adequate support for development and demonstration projects which will install better ways of promoting mastery of basic skills, and reducing costs of education without decreasing learning, to make more resources available for student needs. It is, therefore, proposed that $750,000 be made available to the Florida Educational Research and Development Program to coordinate and support development and demonstration aimed at the two critical areas of basic skills and reducing costs.

Synthesis of Findings

Summary

The scope of research and development for education in Florida is of major proportions, it is widespread, and it is diverse in nature. Although state-funded programs account for a multi-million dollar investment, (mainly and logically through the State University System) it was not possible to distinguish which of these program dollars were utilized for education-related research and development. A relatively small amount for environmental education is consumed by the public school system (just over a quarter of a million dollars). The community colleges allocate nearly $3,000,000 for staff and program development - an independent effort, fully supported in Florida law to retain and improve excellence in classroom instruction at the community colleges.

Federal-funded research and development programs, and programs for instructional purposes, are even more extensive, and are often seen as the keystones to needs attainment, problem solving and the discovery of knowledge. Again, the existing information system does not facilitate the determination of expenditures for R&D in the area of education. This also is a multi-million category which, in addition to the public schools and state universities, includes vocational/technical education and special projects in the Office of the Commissioner of Education. The information system did not yield any R&D programs for education in the community college sector which were federally funded.

Efforts in the forms of proposals and on-going developments to contribute to department or statewide educational R&D coordination are in evidence in several Department of Education staff agencies.

1. The state university system plans a design for research accountability by each of the nine state universities, encompassing efforts for all disciplines
2. The Deputy Commissioner's Office has obtained federal support for Florida Linkage System for dissemination and diffusion of R&D outcomes in education.

3. The Strategy Planning and Management Information Systems staff is developing a cross-division network to coordinate educational data required for making policy decisions related to public education.
4. A staff is working for the Commissioner with the post-secondary institutions and divisions to establish a state-wide common-course numbering system.
5. The Commissioner has proposed that the state R&D for education program be supported with a $750,000 appropriation for projects to reduce education costs and improve the basic skills in education.

The State expenditures are substantial, as are those being consumed from federal resources. Although specific projects are being supported to address coordination problems for unique purposes, there does not in fact exist a body or mechanism to use as the facilitating agent to communicate and coordinate R&D efforts across all delivery systems. Independent efforts to communicate and coordinate take place, are being developed, are being proposed, and are often successful. The link missing is the agent to coordinate all of these structured and informal efforts.

V. FLORIDA COMMISSIONER OF EDUCATION'S RESEARCH AND DEVELOPMENT ADVISORY STRUCTURES

The material which follows addresses that portion of the proviso language in the 1976 Appropriations Act which requires "an evaluation . . of the advisory structure of Research and Development" in the DOE. The information is intended to describe the primary advisory structures for educational research and development, to include relationships among the structures.

A. State Supported Educational R&D Advisory Structures

1. The Board of Advisors for Educational Research and Development (Section 229.561, Florida Statutes, was assigned to perform defined functions, replacing a previous structure consisting of a Board of Governors of national stature, and an Advisory Committee representative of Florida education. With the change in structure came a change in project focus, to locally-defined problems rather than broader statewide priorities. The organizational placement of the R&D program in an operating division, the change in the advisory structure, and the fiscal expression of limited legislative support, may have operated to limit this advisory group to the rather narrow compass of the specific appropriation for the state R&D program. The Board of Advisors has the statutory authority to advise the Commissioner on a broader range of researchable issues and development priorities. Access to a full range of information about prior or on-going educational research and development would allow such a Board of Advisors to make judgments about unmet or significant needs, and recommend allocations based upon these informed judgments.

2. The Environmental Education Advisory Council has a prescribed program focus with a specific state appropriation. The activities of the group are oriented to the operation of projects in the school districts in Florida. The Commissioner of Education has the responsibility for securing approval of projects funded by the program from the State Board of Education.

3. The State University System of Florida Research Advisory Council, organized by the Chancellor, advises him on matters related to research, primarily activities of the Service Through Application of Research (STAR) program. The Council makes recommendations for projects funded by an appropriation designed to solve state-related research problems. The Council establishes a wide range

of priorities submitted by all state agencies, and only a small proportion of the projects are education-related.

Summary

The advisory structure for state-funded education research and development provides no planned mechanism for the inter-divisional exchange of information or the coordination of efforts. It is likely that, if state funded research projects are determined to be non-duplicative before they finally reach the State Board of Education for approval, it is through informal or unplanned review rather than from any systematic planning. The advisory structure for public schools and vocational concerns does not include planned provisions for coordination or information exchange about R&D activities in community colleges, or in the State University System and its Laboratory Schools.

B. Federally Supported Education R&D Advisory Structures

The advisory structures for the programs and projects for educational research and development supported through federal funds usually investigate total programs for specific target groups, with the research and development component often only a portion of the effort. The Commissioner and State Board of Education are ultimately responsible for the approval and transmittal of plans for the federally funded programs administered or coordinated by DOE staff in cooperation with a variety of advisory groups.

1. The Florida State Advisory Council for Vocational and Technical Education provides the Division of Vocational Education and the State Board of Education with advice on the entire vocational effort which includes both federal and state funds. A portion of the funds are spent on R&D efforts, with advisement by the Council on priority areas. A relationship between the advisory structure for vocational education and other R&D advisory structures is lacking. Planned information exchange about products and projects is currently missing. However, one must keep in mind that this and other federal programs are designed with specific purposes in mind and that the R&D efforts in this area are specific to the vocational program.

2. The State Advisory Committee for Education of Exceptional Students assists the DOE in planning for the needs of the Florida exceptional student population. Included in the planning activities, when available funds are so earmarked, are research and development activities specific to exceptional student programs. Information on priorities and projects is included in the State Plan for the Education of Exceptional Students. However, there is no formal means for encouraging the exchange of project information with other advisory structures, and this exchange usually occurs only upon individual initiative.

3. A similar scenario may be developed for the State Advisory Council for Title IV of the Elementary and Secondary Education Act (P.L. 93-380). The research and development activities in Title IV occur in the Part C programs. The "Innovations" portion of Part C deals with projects which have a character similar to those sponsored by the 1975-76 State R&D program, focusing on locally identified problems. Due to the interface of staff, there has been communication among the state and federal programs cited above. Project information is published and the Title IV Advisory Council members have been involved in project related matters including site visits. To this date, the State Title IV Advisory Council has had a lesser role in dealing with the portion of Title IV-C allocated for strengthening the State Education Agency. There is no evidence of a formal information exchange between the Board of Advisors for the State R&D program and the State Title IV Advisory Committee, although informal exchanges occur as a result of contact of staff serving both programs.

Synthesis of Findings

The advisory structures for education-related R&D appear to have assumed roles equal to their respective charges. However, there is no advisory group responsible for recommending overall state policies and priorities or for providing advisement on overall state needs for educational research and development. The Board of Advisors for Educational Research and Development comes closest to constituting an appropriate body for such a rule but the focus of their authority and responsibility has been limited to a relatively small program.

VI. FINDINGS OF THE STUDY

The major finding of this study is that the underlying support system for accomplishing the goals of a well-coordinated educational R&D effort are in place or being planned. The legal base exists, the legislative intent is stated, the organizational structure (with a few modifications) appears to be in place or without major barriers to needed change, and strategy options have been defined. A considerable array of resources is ready for mobilization. What is lacking are: (1) some targeting of cooperative activity, and (2) some reallocation of state resources. Specific recommendations on targeting and reallocation are presented in Section VII.

This study has focused on the coordination mechanisms and advisory structures for the major educational R&D activities, with more detailed attention to the university laboratory schools. The study addressed the desirable outcomes of a well-coordinated R&D effort, described the policy base, coordination mechanisms, and advisory structures; and revealed some discrepancies between desired outcomes and current status. An interpretive synthesis of outcomes, status, and discrepancies is presented in the chart on the following pages. The discrepancy statements are shown in the form of action-need statements for leadership-level policy formulation and program-level policy implementation activities.

SYNTHESIS OF FINDINGS

Study of State Coordination of Education Research and Development

Desired Outcomes of Improved Coordination	Current Status	Action Need Statements

1. A mechanism which helps to combine actions of separate groups to accomplish desired R&D objectives, encompassing cooperative planning, and improved information exchange, to assure that R&D priority areas are addressed and needless duplication does not occur with the limited funds available	- Legal base exists
	- Coordinating units in all divisions are available, though not fully operational, to coordinate intra-divisional R&D
	- Many projects and programs are currently operating with minimum opportunity for cooperative action
	- Coordination across divisions is largely informal and not systematic
	- MIS is a potential source of information about projects and findings
	- SUS and Florida Linkage System projects are potential vehicles for cooperative effort
		- Exercise existing authority to organize and implement coordinating mechanism
		- Establish and maintain operational units to coordinate R&D within each division
		- Establish and maintain mechanism for planned coordination across agency units
		- Establish mechanism to assure opportunity for cooperative action and information exchange:
		  - assign responsibility;
		  - approve scheduling;
		  - set mission, tasks, priorities;
		  - allocate resources for support

Desired Outcomes of Improved Coordination	Current Status	Action Need Statements
2. An interactive advisory structure which identifies needs, provides critical reviews, helps develop guidelines, and recommends an accepted set of priority areas based on the identified state needs, within a system of communication among the discrete R&D programs now in existence	- Legal base exists - State policy document establishes overall priority areas - Many different advisory bodies are operating for specific programs - Liaison and contact among advisory bodies is largely informal - Roles and responsibilities of advisory bodies are variable, with State R&D Program Board of Advisors given a charge most concerned with overall state needs and priorities	- Exercise authority to establish charge for State R&D advisory group and support for activities - Establish mechanism for liaison among groups advising on R&D - Establish mechanism for critical review, need identification, guidelines for quality control, and recommendations of priority areas for funding

SYNTHESIS OF FINDINGS

Study of State Coordination of Education Research and Development

Desired Outcomes of Improved Coordination	Current Status	Action Need Statements
3. A clearinghouse for findings and products of R&D efforts, and abstracts of current projects, which is an easily accessible source of information for all potential users	- Legal base exists - Many projects produce findings and products which are potentially usable, with dissemination of information variable - MIS, Florida Linkage System, SUS Research Accountability Plan are potential sources of information	- Establish procedures for compiling and distributing information on current projects, findings and products
4. A support system which promotes the development and application of findings and products of education R&D to solve most critical problems in the schools	- Legal base exists - Distribution of products and availability of technical assistance are variable, depending upon project - Proposed efforts of Florida Linkage System and MIS projects are potential mechanisms - Proposed targeted R&D program is a source of support for developing findings and products aimed at critical concern areas	- Implement 233.255, F.S., for product distribution - Support, maintain, and enhance existing technical assistance efforts - Support implementation of Florida Linkage System, MIS, and Florida Educational R&D Program

VII. CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

Analysis of the policy base and other findings of the study have yielded a number of conclusions and recommendations which are presented in this section. The Conclusions describe what a coordinated state R&D effort for education should accomplish. The recommendations, in two parts, describe the actions required to establish a coordinated system. The first part outlines Recommendations for Implementation, defining the policy and program actions to be carried out by the Commissioner of Education, Deputy/Division Management, R&D Board of Advisors, and designated state agency and state university system staff. The second part presents Final Recommendations, requesting action by the Board of Regents, State Board of Education, and the State Legislature.

CONCLUSIONS

1. Exchange of educational R&D information is necessary to strengthen the focus on educational problems.

   Educational Research and Development should be continued and strengthened in a way that will focus on a search for knowledge in teaching, learning, and educational management, and will also provide generalizable solutions to educational problems encountered in the State of Florida. The continuation of these efforts must be contingent upon the strengthening of the focus. At the present time the focus of R&D for education emits from a great variety of sources and agencies, to include each of four Divisions in the Department of Education, Bureaus and Sections within the Divisions, and offices which function under one or more of the Deputy Commissioners for Education. There must be established a means or mechanism to exchange information being developed by these intra-departmental efforts. The information to be shared would include problems being encountered in education, projects and studies under way which address these problems, possible solutions to these problems which already have been developed, what agency or institution or group or person is working on a research project which addresses a certain need in education, who is available as a resource person to consult with in certain types of educational problems, what are the priority needs of the state, region, county, or individual school which should be investigated for the conduct of research, and other information as determined to be helpful.

2. DOE Division points of contact for R&D information exchange must be identified.

   In order to share the necessary information required to magnify the focus on educational needs and problems, it is recommended that a single point of contact be designated in each Division of the Department of Education and in each office under the Deputy Commissioner associated with management information systems, dissemination, and the conduct of and/or the contracting for R&D dealing with educational matters. This point of contact would be responsible for identifying and collecting the information to be exchanged, in his or her Division

or office of assignment. In varying degrees of responsibility, such points of contact already exist. The point of contact also would be responsible for liaison with the advisory bodies of R&D in the Division or office, the concerns of the body, the priorities, the issues of interest, and the current advice provided.

3. Points of contact will form a DOE Liaison Group for R&D with specific responsibilities.

The contact persons from all Divisions and offices in the Department of Education should be formally assembled into an active coordinating body, to be designated as the Educational R&D Liaison Group, which would meet one day each month, and more often if necessary. The purpose of the meetings would include the exchange of information, the review of project proposals from university laboratory schools, and the consideration of important R&D issues. The group would thus become the mechanism in the DOE to communicate and coordinate all R&D activities which deal with educational problems. The specific responsibilities of this group should produce the following:

1. Statewide groupings of independent efforts towards solving education problems of a similar nature.
2. An update on priority needs to be investigated.
3. A link between researchers who are investigating similar problems.
4. A means of distributing, sharing, selling, and purchasing research products.
5. A source of whom to contact to learn about the current efforts towards solving a specified type of education problem, or satisfying an educational need.
6. A clearer understanding of differences and similarities in methods of R&D and investigative directions being taken by all delivery systems and related agencies within the Department.
7. A central review of all educational R&D contract proposals being forwarded to the State Board of Education for approval.

8. A project catalog which would summarize current or planned projects which address problems or priorities for education in Florida.

9. Other products and services as directed by the Commissioner of Education.

4. The DOE Liaison Group must be assigned a director to provide vertical and horizontal R&D educational communication.

A Director for the Educational Research and Development Liaison Group should be designated, in order to clarify and assist with the information exchange efforts, act as a central coordination point for the contact persons, serve as the chairman of the liaison group, assist in identifying the state needs, issues, and priorities to the Educational R&D Liaison Group, and to relay pertinent information to the Commissioner of Education and others. This person would also administer the State Educational Research and Development program and provide staff support to its Board of Advisors, pursuant to Section 229.561, Florida Statutes. In this broader role, the Director would be in a position to facilitate coordination of the total State Educational Research and Development effort in a way that would fully open the critical lines of communication on educational R&D which would be both vertical and horizontal. The focus of the statewide efforts on R&D for education should then become complementary, supportive, and coordinated.

5. The Director should receive management support, operate out of the office of the Deputy Commissioner, and serve as secretary and ex officio member of the Board of Advisors for Educational R&D.

The Director will have to be provided with appropriate support by the management levels of the DOE. The accomplishment of the mission by the R&D Liaison Group will be the responsibility of the Director, described earlier. The Director's office, because it must include efforts from all of the Divisions and those of the Deputy Commissioner, and because he/she will represent the entire Department in the secretary/ex officio role with the Board of Advisors, will be under the

direction of the Commissioner of Education. This arrangement would also be in accord with existing law (Section 229.561) ". . . which shall be administered by a director of research and development under the direction of the Commissioner of Education." Such position would also provide a greater degree of latitude and flexibility in liaison activities with all levels of persons in the state associated with R&D for education.

6. The Board of Advisors will provide recommended State priority needs for public education to the Commissioner of Education.

The Board of Advisors for Educational Research and Development should be responsible for recommending the State priorities, and for identifying and clarifying needs and issues related to education. These should then be transmitted to the Commissioner of Education, the State Board of Education and the Educational Research and Development Liaison Group. In addition, the Board of Advisors should recommend guidelines for reviewing all educational R&D contract proposals for the Commissioner of Education, and offer to him the recommendations to make to the State Board of Education revelant to approval or disapproval of the R&D grants. The Board of Advisors should update the State Board of Education and the Commissioner on any changes to State priorities and needs, in order that these priorities and needs may be taken into account when approval decisions must be made on the R&D grant proposals.

7. $750,000 should be appropriated by the 1977-78 Legislature to support a coordinated Florida R&D program for education, targeted at the two critical areas of basic skills and reducing costs.

The Legislature should appropriate $750,000 for R&D for education, plus an equitable amount for university laboratory schools as described in the third concluding recommendation in the "Evaluation of State University Laboratory Schools," Section III. Such funding is necessary for the overall R&D coordination effort to succeed, as well as to rapidly

focus in on urgent problems which require immediate attention. Of the many problems facing education today, there are two which are so visible and so critical that finding solutions has become a public mandate. These problems are: (1) the rise in basic costs and (2) the decline in basic skills. We must seek better ways of promoting mastery of basic skills and reducing costs of education to make more resources available for student needs. The initial emphasis for resource allocation under this recommendation for $750,000 should therefore be aimed at educational R&D focused on cost reduction and basic skills improvement.

8. The Board of Regents should take a renewed interest in the four university laboratory schools.

   By March, 1977, the presidents of UF, FAU, FAMU, and FSU should have submitted to the Board of Regents for approval, individual laboratory school mission statements. The Board should review each statement in terms of the role and scope of the host university, the larger educational research and development efforts statewide, the State's priority needs in learning, instruction, and pressing public education problems, and each school's support of research and service projects which address the State's needs in instruction and learning. Unless a laboratory school will be a contributing influence to the university mission and the needs of the public schools in the district, region and state, then there should be serious consideration given to discontinuation of the school by the Board of Regents.

9. Laboratory school funding should be at a level comparable to that provided to the public schools, with additional funds allocated to each for research and service activities.

   In addition to basic financial support to be provided to laboratory schools at a comparable level to that of the public schools in the district where the school is located, added funds should be made available to finance needed research and service activities. The DOE Educational R&D Liaison Group should review the proposals for such allocation of funds.

10. Procedures described in the "Concluding Recommendations" Section of the Evaluation of State Laboratory Schools Study should be adopted by the State University System.

The attached, separately-bound study on State Laboratory Schools contains a section entitled "Concluding Recommendations," pp. 48-50. The procedures described in this section describe, in addition to mission development and funding: liaison, project approval, qualifying for non-state monies, dissemination, quality, pupil selection, use of the schools for research, and tuition. The procedures as described should be reviewed for adoption by the Board of Regents and the State University System.

RECOMMENDATIONS FOR IMPLEMENTATION

Four outcomes were identified as operationally defining a coordinated educational R&D program:

- A mechanism for cooperative action by agencies and agency units,
- An interactive advisory structure,
- A clearinghouse for information,
- A support system for development and application of findings and products.

Listed below are the policy-level actions and program-level activities for meeting the action needs identified in the Findings of this study. Those which require action by the State Board of Education and the State Legislature are indicated here with an asterisk*, and are further defined in the Final Recommendations.

A. Department of Education Policy Level Actions

- By the Commissioner of Education

1. Designate research and development coordination, information exchange, and utilization as high priority efforts for all appropriate agency units;

2. Establish an Educational Research and Development Liaison Group to act as a clearinghouse for information and as a vehicle for cooperative planning across division and agency units within the state system, including the University Laboratory Schools;

3. Recommend for appointment a Director for Educational Research and Development under the direction of the Commissioner, to serve as Administrator for the State Educational Research and Development Program as defined in statutes, and for other department-wide research and development functions, as assigned;

4. *Recommend to the State Board of Education the appointment of a Board of Advisors for the State R&D Program, with broad responsibilities for critical review, need identification, guidelines for quality control, and recommendations of priority areas for funding in the total state effort;

5. *Request a legislative budget appropriation of $750,000 to support a strengthened State Educational R&D Program which will focus initially on the critical concern areas of basic skills and reducing education costs;

6. *Request a legislative budget appropriation to support the University Laboratory Schools at a level comparable to that which is provided to the district schools, with additional funding as recommended to fulfill development, demonstration, and research tasks approved for each school.

- By Deputy/Division Management

1. Assign staff and resources as needed to assure support for MIS, the Florida Linkage System, the SUS Research Accountability Plan, the Florida R&D Program, and other projects and programs which strengthen R&D coordination, information exchange and utilization.

2. Designate in each division or other appropriate agency unit a person to function as a member of the Educational Research and Development Liaison Group with assigned tasks and responsibilities for inter- and intra-agency information exchange, cooperative planning, and policy support.

- By (proposed) State Educational R&D Board of Advisors

1. Provide critical review of issues and programs.

2. Recommend guidelines for quality control of R&D efforts.

3. Identify state needs for R&D.

4. Recommend priorities and provide input to the Commissioner relevant to approval of educational R&D contracts and grants.

- By the (proposed) Department of Education R&D Liaison Group and other agency staff

1. Provide a means of information exchange and cooperative action across agency units.

2. Identify and collect R&D information to be shared from units within each Division or Office. This could include information on problems being encountered in education, projects and studies under way which address these problems, possible solutions to these problems which already have been developed, what agency or institution or group or person is working on a research project which addresses a certain need in education, who is available as a resource person to consult with in certain types of educational problems, what are the priority

needs of the state, region, county, or individual school which should be investigated for the conduct of research, and other information as determined to be helpful.

3. Determine the most appropriate means of organizing and disseminating this information to users, (e.g., catalog, directory, meetings).

4. Recommend strategies and provide input to the Commissioner, State Board, the R&D Board of Advisors, and Deputy/Division Management Staff on R&D issues such as:

   a. Needs and priorities for specific client groups;

   b. How to link researchers and developers involved in independent efforts to solve common problems;

   c. Distributing, sharing, selling and purchase of R&D products;

   d. Central review for all educational R&D contracts sent to State Board of Education;

   e. Improving standards for educational R&D undertaken by all delivery systems, state agencies, and other contractors;

   f. Methods of providing technical assistance on R&D concerns.

5. Review and recommend for approval the project requests submitted by University Laboratory Schools which are consistent with the mission, priorities, and guidelines established.

6. Provide assistance, input, and liaison for MIS efforts, the Florida Linkage System project activities, the State University System Research Accountability proposal, The Florida Educational R&D Program, and other support systems for dissemination and R&D utilization.

7. Other tasks as directed.

- By the (proposed) Director of Educational Research and Development

1. Administer the Florida Educational Research and Development Program and provide staff support for the Board of Advisors, and the department-wide Educational R&D Liaison Group.

2. Serve as chairman of the department-wide Educational R&D Liaison Group.

3. Facilitate liaison among various advisory groups providing input on R&D concerns.

4. Other tasks as directed.

FINAL RECOMMENDATIONS

In order to carry out the Recommendations for Implementation which spell out policy and program actions for the Department of Education and associated agencies and advisory groups, the support of the Board of Regents, the State Board of Education, and the Legislature is vital. The recommendations presented here define the supportive actions which will serve to unify the policy and program thrusts necessary for successful coordination of the total state effort.

Recommendations for Board of Regents Action:

- Maintain policy and program support for the State University System's Research Accountability program, and integrate these efforts with similar efforts;
- Provide policy and program support for the actions outlined in the Recommendations for Implementation as they apply to Board of Regents and State University System staff;
- Review and take appropriate action on the mission statements of the University Laboratory Schools, on or before March 15, 1977, to assure that the schools clearly address the state's priority needs and fulfill a specific function in the total educational program of the state.

Recommendations for State Board of Education Action:

- Provide policy support for the decisions and actions outlined in the Recommendations for Implementation;
- Approve the appointment of a Board of Advisors for the State educational research and development program serving a broad, statewide mission;
- Utilize the guidelines and priority recommendations of the Board of Advisors and the Educational R&D Liaison Group, as transmitted by the Commissioner, in decisions for approval of contracts and proposals for educational research and development funding.

Recommendations for Action by the Legislature:

- Provide policy support for a total coordinated state research and development effort to include:

1. A state research and development program, as defined in the Educational Accountability Act of 1976 and interpreted in the Recommendations for Implementation in this study;
2. Development and demonstration projects which are targeted to the two most visible and pressing problems in education -- reducing costs and improving basic skills;
3. University Laboratory Schools which are part of the total state R&D program;

- Provide budget support by appropriating, during the 1977-78 legislative session, $750,000 for the coordinated state R&D program and an appropriation for the SUS Laboratory Schools comparable to that provided to the district schools with additional funds for coordinated research and service activities and projects.